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ABSTRACT

The Safe and Drug-Free Schools and Communities (SDFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate drug and alcohol use by their students. In 1995-96, its ninth year of funding, the Austin Independent School District (AISD) (Texas) received $363,720 from the SDFSC grant plus a sum carried over from 1994-95. SDFSC monies fund a wide assortment of district programs. Three types of programs were funded during the 1995-96 school year: student programs, programs for curriculum and staff development, and support staff and services. The student programs included Drug Abuse Resistance Education (the DARE program), a peer assistance and leadership program, support for some private schools, and a student retreat program. Overall, AISD students appear to have increasing patterns of self-reported recent and lifetime alcohol, tobacco, and other illegal drug use since 1991-92, the first year for which data were available. Over 67% of secondary school students reported that they had received information on drugs or alcohol from a school source during 1995-96, but many students did not believe that these substances were dangerous. The effects of substance abuse education and prevention lessen with each subsequent year after student participation. Less than half of the students thought that their school campuses were safe, and over one-third reported that they had been physically harmed or threatened at school by another student. Recommendations for program improvement call for more complete implementation of SDFSC programs and the development of programs to ensure the safety of students in AISD schools. Attachments include excerpts from related legislation and regulations and the AISD drug and alcohol education and prevention plan. (Contains 20 figures, 16 attachment graphs, and 14 references.) (SLD)

ED 405 448

Sounding the Alarm on Safe and Drug-Free Schools

UD 031 616

Safe and Drug-Free Schools and Communities

Final Report

1995-96

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Department of Accountability, Student Services, and Research

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Sounding the Alarm on Safe and Drug-Free Schools

Executive Summary

Austin Independent School District
Department of Accountability, Student Services, and Research

Program Description

The Safe and Drug-Free Schools and Communities (SDFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate drug and alcohol use by their students. In 1995-96, its ninth year of funding, the Austin Independent School District (AISD) received $363,720 from the SDFSC grant. An additional $51,707 was carried over from 1994-95 for a total of $415,427.

SDFSC grant monies fund a wide assortment of District programs directed toward prevention and education regarding the illegal and harmful use of alcohol, tobacco, and other drugs. Three types of program components were funded during the 1995-96 school year--student programs, programs for curriculum and staff development, and support staff and services. By program type, the components implemented during the 1995-96 school year included:

Student Programs

- Campus-Based Programs;
- Drug Abuse Resistance Education (DARE);
- Peer Assistance and Leadership (PAL);
- Private Schools; and
- Student Retreat Program.

Curriculum and Staff Development

- Pre-K-12 Curriculum Supplement and
- Student Assistance Program (SAP) Training.

Support Staff and Services

- Project Facilitator;
- Budget Control Specialist;
- PRIDE Clerk;
- Visiting Teachers; and
- Evaluation Associate.

Major Findings

1. Overall, AISD students appear to have increasing patterns of self-reported recent and lifetime alcohol, tobacco, and other illegal drug use since 1991-92, the first year for which districtwide data are available. (Page 4)

2. Over 67% of secondary students surveyed reported that they had received information on drugs or alcohol from a school source during 1995-96. However, despite the knowledge gained from these sources, one fifth of students do not believe that the use of alcohol, tobacco, or marijuana is dangerous. (Page 11)

3. The effects of substance abuse education and prevention programs lessen with each subsequent year following student participation; after five years the effects of the programs were negligible. (Page 12)

4. Less than half (44%) of the 6,134 secondary students surveyed felt that their campus provided a physically safe environment, and 28% had done something they would not normally have done because of fear of physical harm at their school. (Page 12)

5. Over one third (35%) of secondary students surveyed reported that, during the 1994-95 or 1995-96 school year, they had been physically harmed or threatened with physical harm at their school by another student. (Page 12)

6. During 1995-96, 101 teachers from 90 campuses were trained as ESRII trainers. These trainers were responsible for training 867 campus colleagues. (Page 30)

Budget Implications

Mandate:
External funding agency--Drug-Free Schools and Communities Act of 1986 (Public Laws 99-570, 100-297, 101-226, and 101-647, Section 5145).

Funding Amount:
1995-96 Allocation: $363,720
1994-95 Carry-over: $51,707
Total: $415,427

Funding Source:
Federal

Implications:
Continued implementation and evaluation of SDFSC programs is important if AISD is to reach its goal of having a drug-free school population by the year 2000. SDFSC also supplements the efforts toward eliminating student and staff alcohol and other drug use that are necessary in order to receive federal funding.

Recommendations

1. The Pre-K through 12 curriculum should be implemented more fully at each grade to supplement the SDFSC programs. The curriculum should reinforce the no-use message and the dangers of drugs and alcohol.

2. Programs should be developed to ensure the safety of students in AISD schools.

COST SUMMARY

1995–96 SAFE AND DRUG–FREE SCHOOLS AND COMMUNITIES PROGRAM

DRUG–FREE SCHOOLS PROGRAM	RATING	ALLOCATION (COST)	NUMBER OF STUDENTS SERVED	COST PER STUDENT*
Campus-Based Programs	+	$77,680	73,452	$1.06
Drug Abuse Resistance Education (DARE)	+	$54,000	12,705	$4.25
Peer Assistance and Leadership (PAL)	+	$27,170	1,094	$24.84
Private Schools	+	$14,800	2,985	$4.96
Student ROPES Retreat Program	+	$107,550	2,058	$52.26
Pre-K–12 Curriculum	0	$5,800	16,213	$0.36
Student Assistance Program (SAP)	+	$5,000	80 (Teachers Trained)	$62.50

*SDFSC cost only, funds were also provided for some programs from other sources.

RATINGS EXPLANATION	
+	*Positive*, should be kept and/or expanded
0	*Not significant*, needs some improvement or modification
-	*Negative*, needs major modification or replacement
Blank	Could not be rated

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SOUNDING THE ALARM ON SAFE AND DRUG-FREE SCHOOLS

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES, 1995-96 FINAL REPORT

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As in the previous year, there have been some apparent successes within individual Safe and Drug-Free Schools and Communities programs. However, the overall picture of student drug and alcohol use in the District is not encouraging, especially at the secondary level, and indicates the continued need for modification and/or expansion of current levels of service. Also the issue of student safety must be addressed, as less than half of the secondary students surveyed reported that their campus provided a physically safe environment. Specific conclusions are listed below.

- Overall, AISD students appear to have increasing patterns of self-reported recent and lifetime alcohol, tobacco, and other illegal drug use since 1991-92, the first year for which districtwide data are available.
- AISD appears to be delivering information concerning drugs and alcohol to students, as 67.1% of secondary students surveyed reported that they had received information on drugs or alcohol from a school source during 1995-96. The most often reported sources were health class (39.5%), science class (31.4%), an invited school guest (26.1%), and an assembly program (25.8%). However, despite the knowledge gained from these sources, approximately one fifth of all secondary students do not believe that the use of alcohol, tobacco, or marijuana is dangerous.
- The effects of substance abuse education and prevention programs lessen with each subsequent year following student participation; after five years the effects of the programs were negligible.
- Less than half (44%) of the 6,134 secondary students surveyed felt that their campus provided a physically safe environment, and 28% had done something they would not normally have done because of fear of physical harm at their school.
- Over one third (35%) of secondary students surveyed reported that, during the 1994-95 or 1995-96 school year, they had been physically harmed or threatened with physical harm at their school by another student.
- During 1995-96, 101 teachers from 90 campuses were trained as ESRII trainers. These trainers were responsible for training 867 campus colleagues.

Recommendations

1. The Pre-K through 12 curriculum should be implemented more fully at each grade to supplement the SDFSC programs. The curriculum should reinforce the no-use message and the dangers of drugs and alcohol.
2. Programs should be developed to ensure the safety of students in AISD schools.

INTRODUCTION

For the past nine years, the Austin Independent School District (AISD) has received funding through the federal Safe and Drug–Free Schools and Communities grant (SDFSC). Originating from the Drug–Free Schools and Communities Act of 1986 (Public Law 99–570) and subsequent legislative amendments, the function of the SDFSC grant monies is to **supplement** local school district efforts toward drug abuse education and prevention. The level of federal assistance is reflected in Figure 1.

FIGURE 1
SAFE AND DRUG–FREE SCHOOLS AND COMMUNITIES GRANT MONIES RECEIVED BY AUSTIN INDEPENDENT SCHOOL DISTRICT, 1987-88 THROUGH 1995–96

For the 1995–96 school year, AISD received $363,720 in federal funds under the terms of the amended SDFSC Act. An additional $51,707 was carried over from the 1994–95 budget, for a total of $415,427. Funds were intended to supplement District efforts to eliminate abuse of drugs and alcohol from school campuses. In 1995–96, the SDFSC grant monies funded a wide array of District programs aimed at drug abuse prevention and early intervention, including programs for high–risk youth, the purchase of curricular materials, and staff, parent, and student training. Funding also provided for administration and evaluation.

The Drug–Free Schools Act of 1986 provided the original set of guidelines regarding what types of programs are appropriate for funding with SDFSC monies. These guidelines have been amended over the past seven years. The newest guidelines were set forth in the *Nonregulatory Guidance for Implementing Part B of the Drug–Free Schools and Communities Act of 1986—November, 1992*. The full description of these guidelines and the type of approved program(s) under which each of AISD's programs falls may be found in Attachment A.

In September of 1992, AISD enacted a revised drug and alcohol education and prevention plan (see Attachment B). The revised plan explicitly states that, "**[T]he District's goal is to have a drug free school population by the year 2000**" (emphasis added). With this goal in mind, the plan identifies eight major components which will be implemented by AISD:

1. Personnel training in alcohol– and drug–related issues;

2. Age–appropriate alcohol and drug education and prevention curricula at each grade level (prekindergarten through grade 12);

3. A student assistance program which will identify, refer, and provide intervention and counseling services for students;

4. Distribution of information about drug and alcohol programs available to students and employees;

5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students, and employees;

6. Data gathering to describe the extent of alcohol and drug usage in the schools; participation in other required evaluation efforts of the drug prevention program;

7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful; and

8. A District advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of law enforcement agencies, community–based organizations, and other groups with interest or expertise in the field of drug abuse education and prevention.

To ensure implementation of each component, the plan outlines the specific responsibilities and actions to be taken by central administration, principals, District staff, students, and parents. The revised plan meets the requirements for the adoption of a program to prevent the use of illicit drugs and alcohol by students and employees, as mandated by the amended SDFSC Act. When the plan is fully carried out as intended, the District will have also complied with the implementation standards mandated by the amended SDFSC Act.

ASSESSMENT OF USE AND ATTITUDES TOWARDS USE

Texas School Survey of Drug and Alcohol Use

Part of the Safe and Drug-Free Schools and Communities (SDFSC) Act requires that agencies receiving funds describe the extent of the current drug and alcohol problem in the schools. The most scientifically precise way to measure current drug and alcohol use is to administer random drug tests to program participants. This procedure, however, is extraordinarily invasive and impractical. Thus, the measure of student drug and alcohol use must be determined with more inferential measures of substance use. The National Commission on Drug-Free Schools Final Report (September 1991) recommends using a survey to assess drug problems in the schools.

In the spring of 1992, 1994, and 1996, the *Texas School Survey of Drug and Alcohol Use* was administered to students in grades 4 through 12. The *Texas School Survey of Drug and Alcohol Use* had been extensively used in Texas school districts since 1988 and is endorsed by the Texas Education Agency (TEA). The survey, which was administered and analyzed by the Public Policy Research Institute (PPRI) at Texas A&M, is sponsored and partially subsidized by the Texas Commission on Alcohol and Drug Abuse (TCADA).

In the spring 1993 and 1995, the *Student Alcohol and Other Drug Use Survey* was administered to a sample of grade 4-12 students in AISD. The *Student Alcohol and Other Drug Use Survey* was designed by AISD staff, using the *Texas School Survey of Drug and Alcohol Use* as a model.

A sample of 6,134 students in grades 7-12, and 3,200 in grades 4-6 was drawn by PPRI during the beginning of spring 1996. Survey administration, including giving instructions, was designed to take approximately 40-55 minutes. *Student participation was completely voluntary, and individual responses were anonymous*--no names or identifying codes were used on the surveys.

Elementary Usage Rates

When comparing the 1996 and the 1994 *Texas School Survey of Drug and Alcohol Use*, **elementary (grades 4-6) students reported a decrease in recent (i.e., 1995-96 school year) and lifetime usage rates of alcohol, tobacco, and marijuana**. Elementary school students also reported a decrease in lifetime usage rates of inhalants; however, they reported an increase in recent use of inhalants. Elementary students reporting that they had used marijuana in their lifetime experienced the largest decrease, from 13.4% of students reporting they had used marijuana in 1994, to 5.7% of students reporting they had used marijuana in 1996.

Alcohol appears to be the drug of choice among elementary school students. Nearly one third (30.6%) of elementary students reported using alcohol in their lifetime, while over one-fifth (20.6) of elementary school students reported using alcohol during the 1995-96 school year.

Secondary Usage Rates

Figures 2, 3, and 4 compare 1995-96 AISD secondary (grades 7-12) student lifetime and recent (i.e. last 30 days) usage rates of alcohol, tobacco, and illicit drugs to the results of the 1994 and 1992 administration of the *Texas School Survey of Drug and Alcohol Use*, and the 1995 and 1993 administration of the *Student Alcohol and Other Drug Use Survey*. Detailed information regarding the usage rates of particular substances (e.g., beer, marijuana, cocaine, inhalants, etc.) is included in the appendix of this report.

Overall, AISD students appear to have increasing patterns of self-reported recent and lifetime alcohol, tobacco, and other illegal drug use since 1991-92, the first year for which districtwide data are available.

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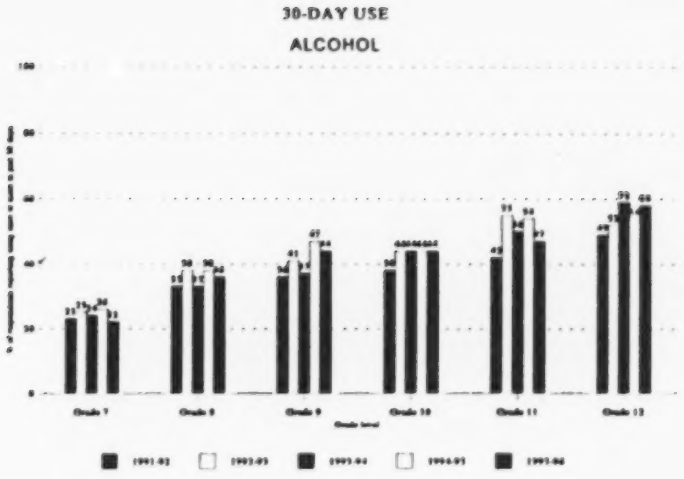
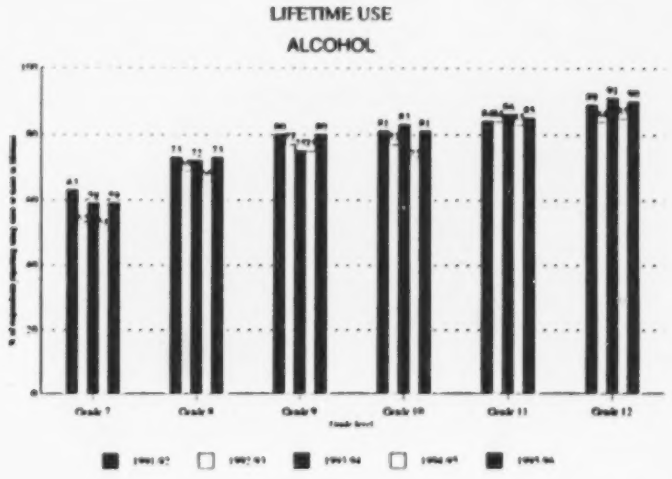
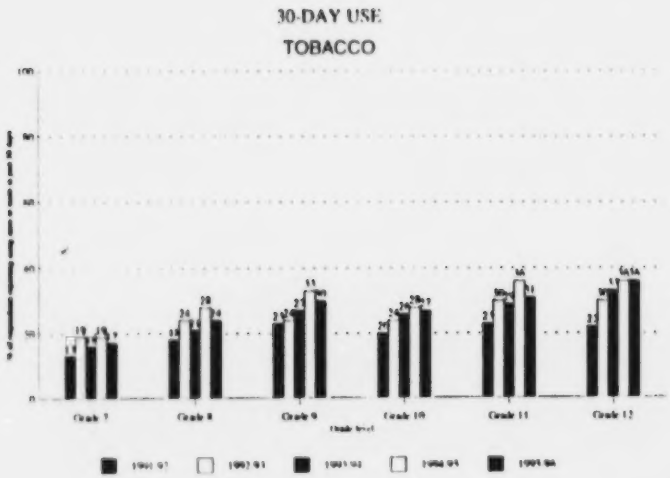
Figure 2
30-Day and Lifetime Use of Alcohol
By AISD Secondary Students, 1991-92 Through 1995-96

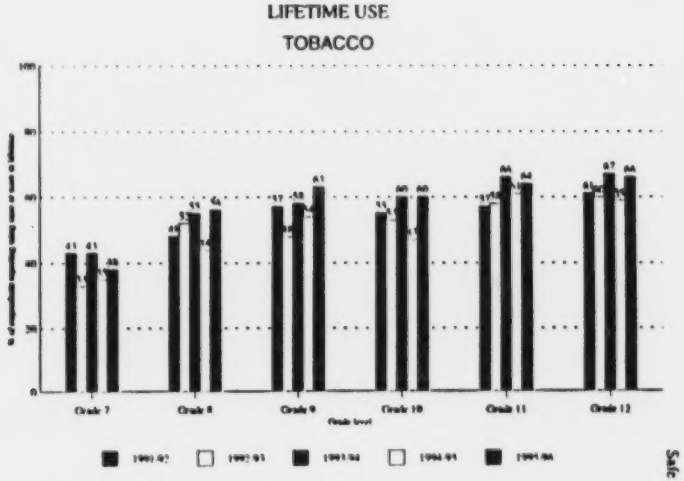




Sources: *Texas School Survey of Drug and Alcohol Use* administered April 1992 (N = 8,125)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

Figure 3
30-Day and Lifetime Use of Tobacco
By AISD Secondary Students, 1991-92 Through 1995-96





Sources: *Texas School Survey of Drug and Alcohol Use* administered April 1992 (N = 8,125)
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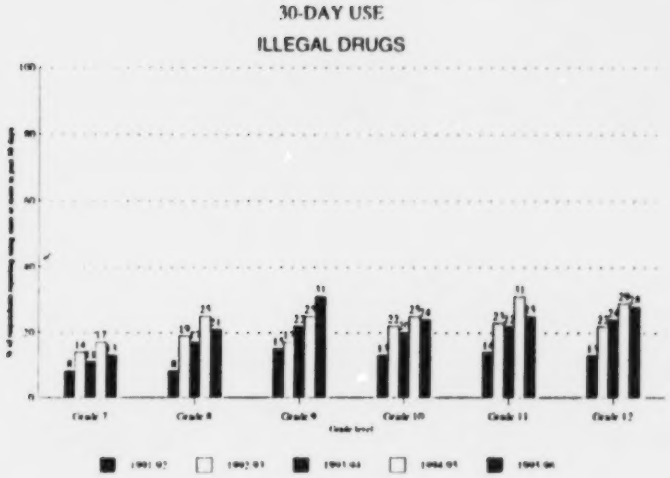
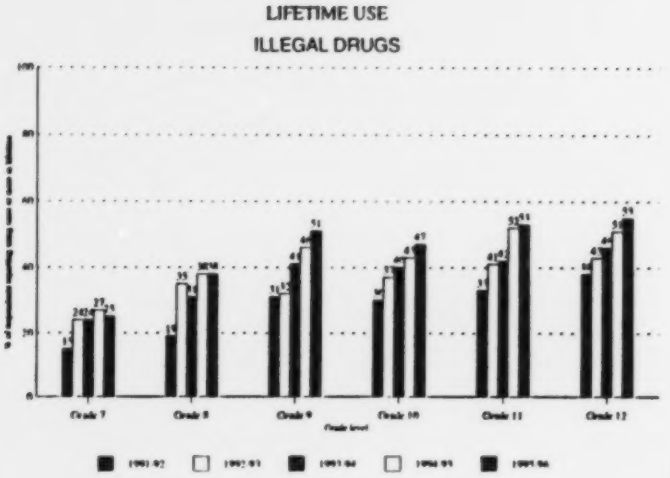
Figure 4
30-Day and Lifetime Use of Illegal Drugs
By AISD Secondary Students, 1991-92 Through 1995-96





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Observed Trends in Student Use of Alcohol

Figure 2 portrays recent (30 day) and lifetime alcohol usage rated for AISD secondary students from 1991-92 through 1995-96. A longitudinal examination of alcohol usage trends (including beer, wine, wine coolers, and liquor) among AISD students suggests a rise in lifetime alcohol usage rates. After a decline in 1994-95, 1995-96 reported lifetime alcohol usage rates increased at every grade level. **However, lifetime alcohol usage rates have remained constantly high at each grade level over the past five years. Lifetime usage rates for 1995-96 have fluctuated less than four percentage points when compared with 1991-92.**

In 1995-96, recent usage rates declined at each grade level except grade 12. Thirty-day alcohol usage rates have fluctuated at each grade level over the past five years. **When comparing 1995-96 recent usage with 1991-92 recent usage rates, every grade except grade 7 reported higher usage rates in 1995-96.**

Figure 5 shows that among female secondary students, reported lifetime and recent alcohol usage rates increased from 1994-95. When compared with 1991-92 usage rates, female lifetime alcohol usage rates increased from 71% to 77% in 1995-96. Recent alcohol usage rates also increased among females from 1991-92 to 1995-96, 32% and 42%, respectively. Among male secondary students, reported lifetime alcohol usage rates increased from 1994-95; however, recent usage rates decreased. When compared with 1991-92 usage rates, male lifetime alcohol usage rates increased from 73% to 76% in 1995-96. Recent alcohol usage rates also increased among males from 1991-92 to 1995-96, 33% and 38%, respectively.

Hispanic and White students reported increased lifetime and recent usage rates of alcohol in 1995-96. African American students reported increased lifetime usage rates but a decrease in recent usage rates of alcohol. See Figure 6.

Trends in Student Use of Tobacco Products

Lifetime and 30-day trends for AISD secondary students from school years 1991-92 through 1995-96 are shown in Figure 3. **Reported lifetime usage of tobacco products (i.e., cigarettes, and smokeless tobacco) increased from 1994-95 levels at every grade. A longitudinal comparison from 1991-92 to 1995-96 shows that lifetime usage of tobacco is higher at each grade except grade 7**. Past 30-day usage rates are lower than 1994-95, at all grade levels except grade 12 which remained constant. **However, when comparing 1995-96 past 30-day usage rates with 1991-92 usage past 30-day usage rates, 1995-96 30-day usage rates are higher at every grade level.**

Among female secondary students, reported lifetime and recent tobacco usage rates increased from 1994-95. When compared with 1991-92 usage rates, female lifetime alcohol usage rates increased from 47% to 56% in 1995-96. Among females, recent tobacco usage rates increased ten percentage points from 1991-92 to 26% in 1995-96. Among male secondary students, reported lifetime tobacco usage rates increased from 1994-95; however, recent usage rates decreased. When compared with 1991-92 usage rates, male lifetime alcohol usage rates increased from 50% to 58% in 1995-96. Recent tobacco usage rates increased among males eight percentage points from 1991-92 to 27% in 1995-96. See figure 5.

Figure 6 shows that Hispanic and White students reported an increased lifetime and recent usage rates of tobacco in 1995-96. African American students reported increased lifetime usage rates but a decrease in recent usage rates of tobacco.

When discussing only cigarette usage, 25.3% of secondary students reported smoking cigarettes during the last thirty days.

Observed Trends in Student Use of Illegal Drugs

Figure 4 illustrates 30-day and lifetime trends in the use of illegal drugs (a category including marijuana, cocaine, crack cocaine, hallucinogens, uppers, downers, inhalants, and ecstasy) for secondary students since 1991-92. **The data for 1995-96 provide evidence of continuing short- and long-term trends of increasing use of illegal drugs**. When compared with 1994-95 lifetime usage rates, secondary students in grade 9, 10, 11, and 12 reported one to four

FIGURE 5
REPORTED LIFETIME AND 30-DAY ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD SECONDARY STUDENTS BY GENDER, 1991-1992 THROUGH 1995-96

Sex	LIFETIME USE														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96
Male	73%	76%	77%	67%	76%	50%	60%	61%	49%	58%	24%	41%	43%	42%	46%
Female	71%	74%	76%	65%	77%	47%	53%	55%	42%	56%	22%	29%	32%	35%	41%
Sex	**USED IN PAST 30 DAYS**														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96
Male	33%	40%	42%	39%	38%	19%	26%	27%	30%	27%	11%	21%	22%	27%	26%
Female	32%	37%	38%	39%	42%	16%	23%	23%	24%	26%	9%	16%	17%	19%	22%

Sources: *Texas School Survey of Drug and Alcohol Use* administered April 1992 (N = 8,125)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
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FIGURE 6
REPORTED LIFETIME AND 30-DAY ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD SECONDARY STUDENTS BY ETHNICITY, 1993–94 COMPARED WITH 1991-92 AND 1992–93

Ethnicity	LIFETIME USE														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96
African American	73%	69%	77%	67%	77%	38%	33%	48%	36%	41%	19%	24%	35%	35%	44%
Hispanic	74%	67%	78%	69%	80%	54%	34%	60%	49%	62%	29%	35%	43%	43%	49%
White	73%	71%	76%	67%	75%	51%	48%	60%	49%	60%	22%	33%	33%	38%	41%
Ethnicity	**USED IN PAST 30 DAYS**														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96	1991-92	1992-93	1993-94	1994-95	1995-96
African American	26%	37%	31%	32%	30%	6%	30%	10%	16%	10%	7%	9%	17%	18%	20%
Hispanic	34%	48%	40%	42%	43%	19%	40%	26%	27%	28%	12%	23%	22%	25%	28%
White	35%	49%	44%	42%	44%	23%	41%	31%	32%	33%	10%	28%	18%	24%	23%

Sources: *Texas School Survey of Drug and Alcohol Use* administered April 1992 (N = 8,125)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
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Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

percentage points higher lifetime usage rates in 1995-96. **A longitudinal comparison from 1991-92 to 1995-96 shows that lifetime usage of illegal drugs is higher at every grade level.**

Past 30-day usage rates are lower than 1994-95, at all grade levels except grade 9. **However, when comparing 1995-96 past 30-day usage rates with 1991-92 usage past 30-day usage rates, 1995-96 30-day usage rates are higher at every grade level.**

Figure 5 shows that among female secondary students, reported lifetime and recent illegal drug usage rates increased from 1994-95. When comparing 1991-92 and 1995-96 usage rates, female lifetime illegal drug usage rates increased from 22% to 41%. Recent illegal drug usage rates increased among females thirteen percentage points from 1991-92 to 22% in 1995-96. Among male secondary students, reported lifetime illegal drug usage rates increased from 1994-95; however, recent usage rates decreased. When comparing 1991-92 and 1995-96 usage rates, female lifetime illegal drug usage rates increased from 24% to 46%. Recent illegal drug usage rates increased among males 15 percentage points from 1991-92 to 26% in 1995-96.

Figure 6 shows that African American and Hispanic students reported increased lifetime and recent usage rates of illegal drugs in 1995-96. White students reported increased lifetime usage rates but a decrease in recent usage rates of illegal drugs.

When students were asked whether they had experimented with illegal drugs, 33.7% of secondary students responded that they had experimented with illegal drugs three or more times during their lifetime.

Availability of Alcohol and Illegal Drugs

Students were asked about the ease of obtaining alcohol and illegal drugs. Fifty-six percent of secondary students said it would be very easy to get alcohol. Students were also asked how often alcohol was used at parties they attended this school year. Fourteen percent of students reported that alcohol was used most of the time, while 23.5% reported that alcohol was always used.

Concerning illegal drugs, 44.8% of students said it would be very easy to get marijuana, 15.8% said it would be very easy to get cocaine, 13.7% said it would be very easy to get crack, and 14.7% said it would be very easy to get hallucinogens. Students were also asked how often illegal drugs were used at parties they attended this school year. Thirteen percent of students reported that drugs were used most of the time, while 17.6% reported that drugs were always used.

Student Attitude Toward Usage

AISD appears to be delivering information concerning drugs and alcohol to students, as 67.1% of secondary students surveyed reported that they had received information on drugs or alcohol from a school source during 1995-96. The most often reported sources were health class (39.5%), science class (31.4%), an invited school guest (26.1%), and an assembly program (25.8%). **However, despite the knowledge gained from these sources approximately one fifth of all students do not believe that the use of alcohol, tobacco, or marijuana is dangerous.**

Students were surveyed concerning how dangerous they felt it was for kids their age to use alcohol and drugs. Over 22% of secondary students reported it was not very dangerous or not at all dangerous to use tobacco, while 19.5% reported that it was not very dangerous or not at all dangerous to use alcohol.

Concerning drugs, 27.8% of secondary students felt it was not very dangerous or not at all dangerous to use marijuana. However, over eighty percent of secondary students felt it was very dangerous or somewhat dangerous to use inhalants (89.6%), cocaine (93.5%), crack (93.8%), and steroids (86.6%).

Actions While Using Alcohol or Other Drugs

From attending class drunk to seeking help for an alcohol problem, secondary students were surveyed about their actions while using alcohol and other drugs. Students were asked how often during the past 12 months they had attended class while drunk or high. Eight percent of secondary students reported that they had attended class while drunk between one and three days, while 2.5% said they attended class drunk four or more times. When discussing drugs, 11% of secondary students reported attending class one to three days while high on marijuana, and 8.5% of secondary students reported attending class four or more times while high on marijuana.

Students were also surveyed concerning how many times during the past 12 months they had driven a car after having a "good bit to drink" or "felt high from drugs". Nearly ten percent (9.9%) of secondary students reported that they had driven a car after having a good bit to drink, and 9.6% of secondary students reported driving a car when they felt high from drugs.

Secondary students were asked how often during the past 12 months they had gotten in trouble with the police because of drinking alcohol or using drugs. Four percent and 4.4% of students reported getting into trouble because of alcohol and drugs, respectively.

While usage rates of alcohol and drugs appear to be rising among secondary students, only 6.5% of students reported that they had sought help, other than from family or friends, for problems associated with alcohol or drug use. Over three quarters (75.2%) of students reported that if they had a drug or alcohol problem and needed help they would go to a friend, while only half (52.2%) said they would go to parents. Only one-third of students (33.4%) said they would go to a school counselor.

Usage Rates and Participation in AISD Drug Education and Prevention Programs

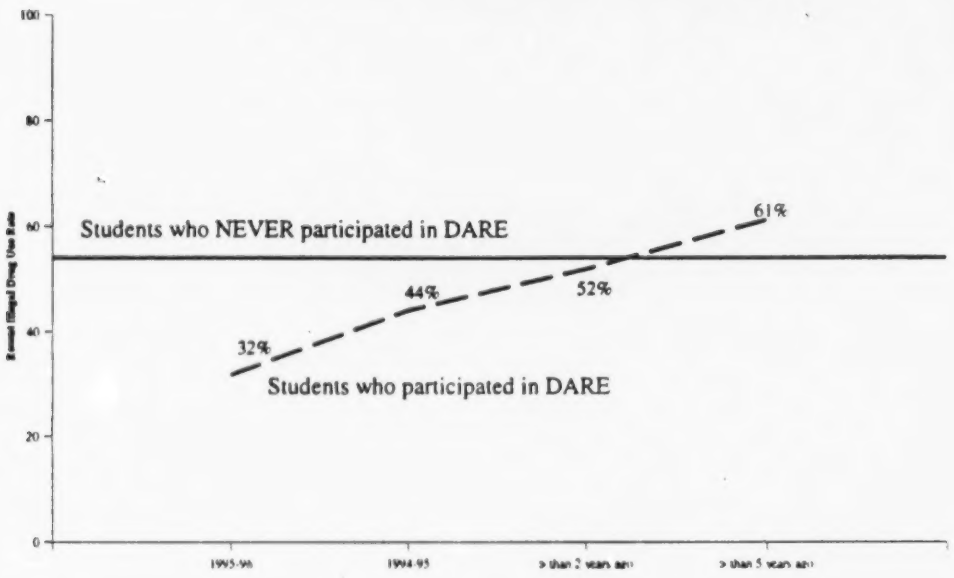
To the 1995-96 *Texas School Survey of Drug and Alcohol Use*, AISD added five supplemental questions to the secondary school survey concerning participation in substance abuse education and prevention programs available in AISD. **Overall results show that students who participated in illegal substance abuse education programs during the 1995-96 school year were less likely to have used drugs or alcohol within the past 30 days than students who did not participate in those programs.** Over time however, the results are different. Five years after participating in a drug abuse education and prevention programs, students used at higher rates than students who had never participated in those programs. **The effects of substance abuse education and prevention programs lessen with each subsequent year following student participation; after five years the effects of the programs were negligible.**

Figures 7-11 compare the use rates of students who participated in substance abuse education and prevention programs available in AISD to the use rate of students who never participated in those programs. The line at zero on Figure 11 represents the usage rate of illegal substances for those students who never participated in alcohol or illegal drug education and prevention programs. The "never participated" usage rate differs for each program.

Safety

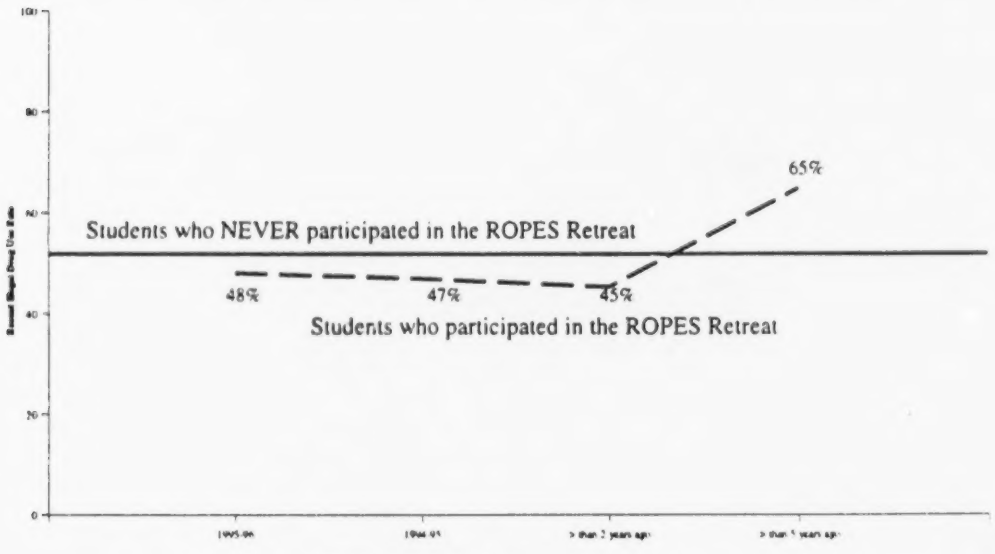
Because the issue of school safety has become an important issue facing schools today, and the SDFSC grant is designed to address the problems associated with school safety, several supplemental questions concerning school safety were added to the *Texas School Survey of Alcohol and Drug Use*. **Less than half (44%) of the 6,134 secondary students surveyed felt that their campus provided a physically safe environment, and 28% had done something they would not normally have done because of fear of physical harm at their school. Over one third (35%) of secondary students surveyed reported that during the 1994-95 or 1995-96 school year they had been physically harmed or threatened with physical harm at their school by another student.** Students were also asked if they had ever brought a weapon to school. Three percent of students reported that they had brought a gun, 13% reported that they had brought a knife, and 1% reported that they had brought a stick or club to school.

FIGURE 7
DARE PARTICIPANT USAGE RATE COMPARED TO THE USAGE RATE OF STUDENTS WHO NEVER PARTICIPATED IN DARE



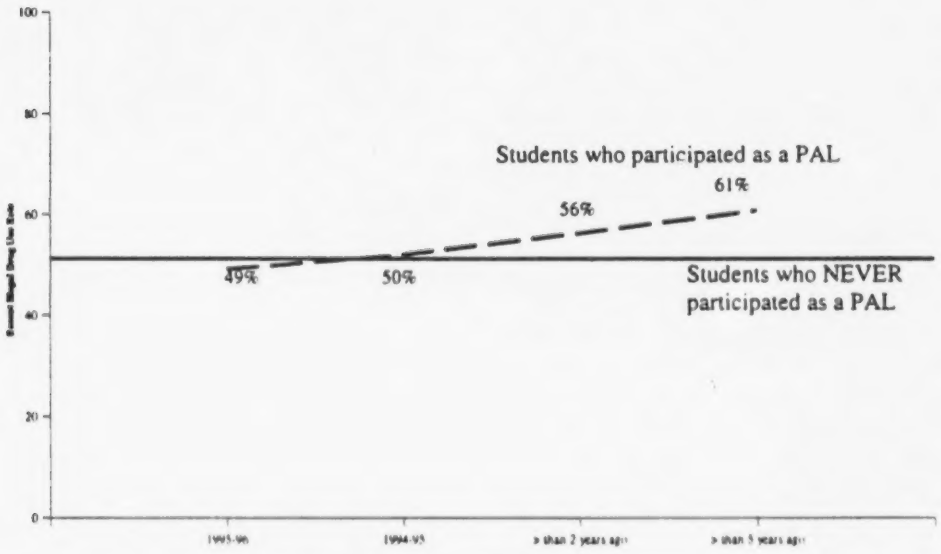
Year Participated in the Program

FIGURE 8
ROPES RETREAT PARTICIPANT USAGE RATE COMPARED TO THE USAGE RATE OF STUDENTS WHO NEVER PARTICIPATED IN THE ROPES RETREAT



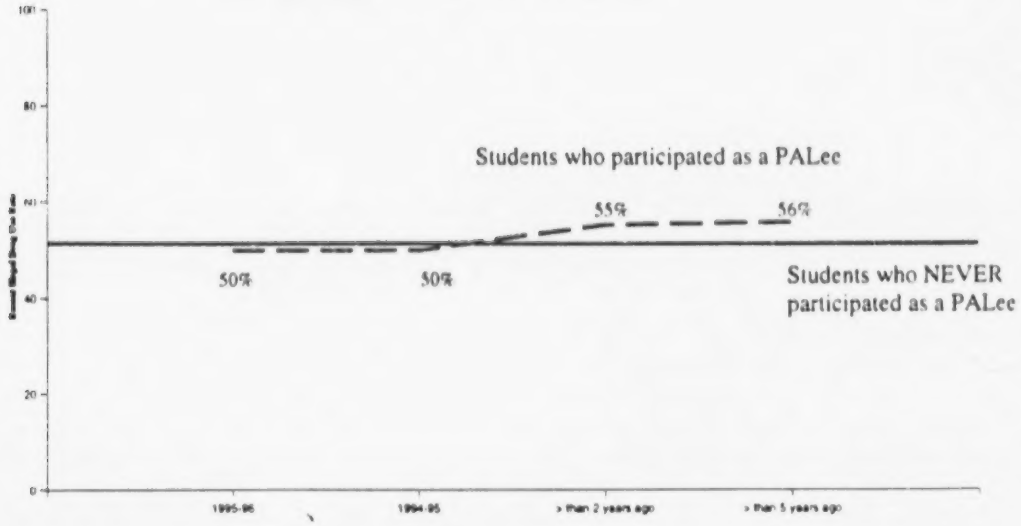
Year Participated in the Program

FIGURE 9
PAL USAGE RATE COMPARED TO THE USAGE RATES OF STUDENTS WHO NEVER PARTICIPATED IN THE PAL PROGRAM



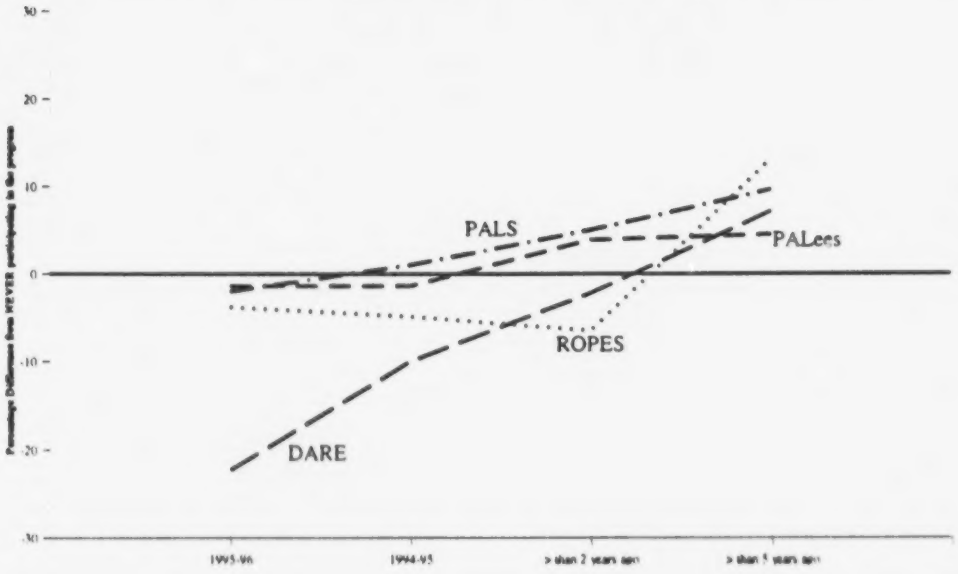
Year Participated in the Program

FIGURE 10
PALEE USAGE RATE COMPARED TO STUDENTS WHO NEVER PARTICIPATED AS A PALEE



Year Participated in the Program

FIGURE 11
ILLEGAL DRUG USAGE, PERCENTAGE DIFFERENCE, STUDENTS PARTICIPATING IN DRUG EDUCATION AND PREVENTION PROGRAMS FROM STUDENTS NEVER PARTICIPATING IN DRUG EDUCATION AND PREVENTION PROGRAMS



Program	1995-96	1994-95	> 2 years	> 5 years
DARE	-22.3	-10.0	-2.2	+7.2
PAL	-2.0	+1.0	+5.0	+9.6
PALee	-1.4	-1.4	+3.9	+4.5
ROPES Retreat	-3.8	-4.9	-6.5	+13.1

Note: - = below nonparticipant use rate (program is working)
+ = above nonparticipant use rate (program is not working)
> 2 years = students participated in the program between 1993-94 and 1991-92
≥ 5 years = students participated in the program before 1991-92

Coordinated Survey for District Employees

A sample of AISD teachers and administrators completed a survey administered by AISD in spring 1996 covering their perception of alcohol and other drug use within their classrooms, schools, and across the District.

As in previous years, staff were asked whether the presence of illegal drugs was increasing, decreasing, or staying the same on their campuses. During the 1995-96 school year, more than half (58%) of the 398 teachers, and 15% of 169 campus administrators surveyed selected the "don't know" option. When asked the same question regarding alcohol, nearly two thirds (65%) of the 406 teachers, and 16% of campus administrators surveyed, reported that they did not know. The percentages of each group that expressed an opinion are presented in Figures 12 and 13.

Sixty-four percent of high school and middle school teachers, and 26% of campus administrators believe that the presence of illegal drugs on their campuses is increasing. Two in five (40%) high school teachers, nearly one third (31%) of middle school teachers, and 9% of campus administrators believe that the presence of alcohol on their campuses is increasing.

Figure 14 details how teachers ranked the problem of drug and alcohol usage among students on their campus. For the fourth year, elementary teachers perceived the problems of alcohol and other drug use on their campuses as being of lesser importance than did middle school or high school teachers. Of the 194 elementary teachers who responded, almost all (90%) did not believe that alcohol use is a problem with which their schools must deal, while 81% did not believe that student use of illegal drugs was a significant problem for their campuses.

More middle/junior high school teachers ranked drug and alcohol use as among the top five problems with which their campus must deal. Eleven of the 98 (11%) responding teachers ranked alcohol usage among the top five problems, while 41 of the 98 (41%) ranked drug use as among the top five problems with which their campus must deal.

High school teachers were more likely to rank drug and alcohol use as among the top five problems with which their campus must deal. Twenty-eight of the 94 (30%) responding teachers believe that alcohol is among the top five problems with which the campus must deal, while 47 of the 94 (50%) teachers believe that drug use is among the top five problems. These percentages are down from 1994-95.

Only 19% of campus administrators believe that drug use is among the top five problems with which their schools must deal. A fewer still, only 6% of campus administrators and other campus professionals believe that alcohol use is among the top five problems with which their campus must deal. **This large discrepancy in the perception of the alcohol and drug use problem between campus administrators and secondary teachers must be discussed and resolved before effective methods can be developed to curb drug and alcohol activities at school.**

FIGURE 12
RESPONSES BY TEACHERS, AND ADMINISTRATORS TO THE EMPLOYEE SURVEY CONCERNING THE PRESENCE OF ALCOHOL ON CAMPUS, 1991-92 THROUGH 1994-95

The presence of *alcohol* (beer, wine, wine coolers, and/or liquor) on this campus is*:	Number sampled	*Increasing*	*Staying the Same*	*Decreasing*
High School Teachers				
1995-96	52	40%	50%	10%
1994-95	33	33%	12%	55%
1993-94	90	37%	43%	20%
1992-93	34	32%	53%	15%
1991-92	38	34%	50%	16%
Middle/Junior High School Teachers				
1995-96	35	31%	54%	14%
1994-95	27	26%	52%	22%
1993-94	68	24%	48%	29%
1992-93	21	24%	62%	14%
1991-92	32	41%	34%	25%
Elementary School Teachers				
1995-96	57	5%	90%	5%
1994-95	51	4%	90%	6%
1993-94	163	3%	84%	12%
1992-93	98	4%	88%	8%
1991-92	49	10%	80%	10%
Campus Administrators				
1995-96	144	9%	57%	34%
1994-95	110	10%	66%	24%
1993-94	136	3%	71%	25%
1992-93	36	11%	64%	25%
1991-92	54	11%	54%	35%

* Percentages include only those respondents who expressed an opinion; (i.e., "don't know" responses were excluded).

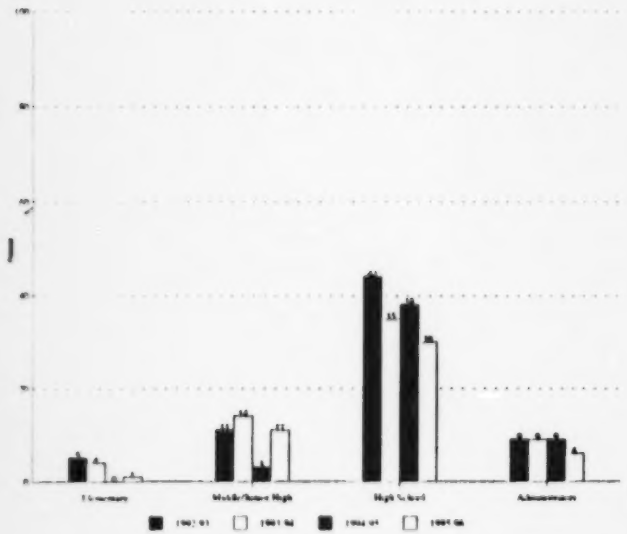
FIGURE 13
RESPONSES BY TEACHERS, AND ADMINISTRATORS TO THE EMPLOYEE SURVEY CONCERNING THE PRESENCE OF ILLEGAL DRUGS ON CAMPUS, 1991-92 THROUGH 1994-95

The presence of *illegal drugs* on this campus is*:	Number sampled	*Increasing*	*Staying the Same*	*Decreasing*
High School Teachers				
1995-96	61	64%	30%	7%
1994-95	35	46%	46%	8%
1993-94	90	48%	38%	13%
1992-93	58	43%	51%	6%
1991-92	58	32%	51%	17%
Middle/Junior High School Teachers				
1995-96	53	64%	30%	6%
1994-95	40	65%	25%	10%
1993-94	68	65%	19%	16%
1992-93	58	48%	44%	7%
1991-92	43	37%	44%	19%
Elementary School Teachers				
1995-96	54	4%	89%	7%
1994-95	54	11%	85%	4%
1993-94	158	7%	81%	12%
1992-93	270	4%	90%	5%
1991-92	57	19%	56%	25%
Campus Administrators				
1995-96	144	26%	54%	19%
1994-95	113	23%	59%	18%
1993-94	139	19%	59%	22%
1992-93	42	11%	65%	24%
1991-92	54	9%	56%	35%

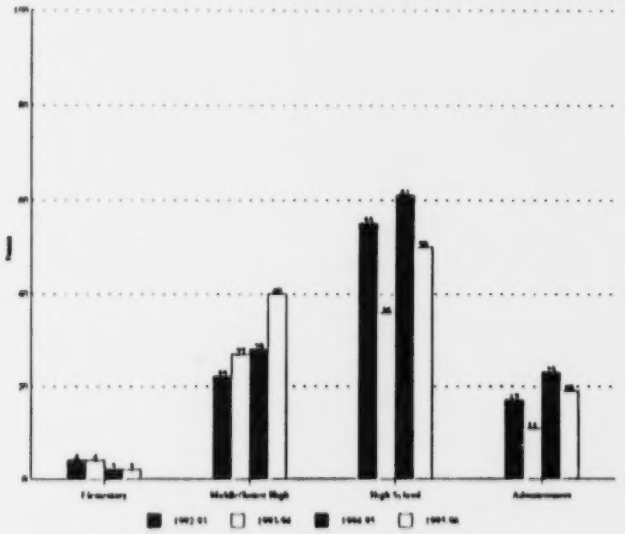
* Percentages include only those respondents who expressed an opinion; (i.e., "don't know" responses were excluded).

Figure 14
AISD Staff Perceptions of Substance Abuse as a Problem on Campuses

Percentage of Staff Ranking Student Use of Alcohol Among the Top Five Problems with Which Their School Must Deal.



Percentage of Staff Ranking Student Use of Illegal Drugs Among the Top Five Problems With Which Their School Must Deal



Sources:
ORE Coordinated Survey, 1992-93 (n=120 Elem, 57 MS/JH, 55 HS teachers)
ORE Coordinated Survey, 1993-94 (n=162 Elem, 65 MS/JH, 86 HS teachers)
A&E Coordinated Survey, 1994-95 (n=162 Elem, 65 MS/JH, 86 HS teachers)
A&E Coordinated Survey, 1995-96 (n=194 Elem, 98 MS/JH, 94 HS teachers)

DRUG–FREE SCHOOLS PROGRAMS

STUDENT PROGRAMS

Campus–Based Programs
1995–96 initial allocation: $77,680; Students served: 73,452; Staff served: 2,308; Others served: 498

- **Campus–Based Programs directed Drug–Free Schools' monies to programs on 90 AISD campuses during the 1995-96 school year.**
- **Sixth-four percent of survey respondents said the items purchased with Campus-Based Program monies met their intended effect, while 32% said the items purchased exceeded their intended effect.**
- **Ninety-four percent of the respondents strongly agreed or agreed that monies should continue to be available for campus-based initiatives.**

The 1995-96 school year marked the third year of funding for campus-based SDFSC programs. Campus-Based Programs were designed to allow school staff the latitude to initiate and create innovative programs toward a drug-free learning environment. Guidelines and applications for applying for funds were sent to each principal. Applications were reviewed by the SDFSC program facilitator to verify that each campus' proposed program aligned with the goals of the SDFSC grant and to check that staff, parents, and community organizations were involved in the planning process. Ninety schools requested and received funding.

Seventy-four of the 90 participating schools (82%) returned self-evaluation forms concerning the use of Campus-Based Programs' monies. Monies were used to fund a variety of programs (e.g., campus presentations by motivational speakers, videos, books, etc.).

The vast majority of survey respondents (96%) said the items purchased with Campus-Based Program monies met or exceeded the intended effect. Several respondents did not comment on the effectiveness of the purchased items because the items arrived too late in the school year to be used. *When asked if SDFSC monies should continue to be available for campus-based initiatives, 94% of the respondents strongly agreed or agreed that monies should continue to be available for campus-based initiatives.*

The survey respondents said that along with students served, 2,308 staff and 498 other persons (mainly parents) were served with the Campus-Based Program SDFSC monies.

SDFSC Cost

Based on the total allocation for 1995-96, the SDFSC cost per student served was $1.06 ($77,680/73,452).
Based on the total allocation for 1995-96, the SDFSC cost per all people served was $1.02 ($77,680/76,258).

Drug Abuse Resistance Education (DARE)
1995–96 initial allocation: $54,000; Students served: 12,705

- The 1995-96 *Texas School Survey of Substance Use* showed that DARE may have encouraged 7% of the students who EVER participated not to use alcohol and illegal drugs. Students who participated in DARE in 1995-96 were less likely to use illegal substances (32%) compared to students who never participated in DARE (54%).
- The *Texas School Survey of Substance Use* also showed that the DARE message becomes less effective each year after the student participates.
- The *DARE Test of Student Knowledge* showed that DARE is effective in teaching students about drug-related issues. After having the DARE course students have an increased awareness of different types of peer pressure, a broadened awareness of different strategies for saying "no" to drugs, and the realization that the term "consequences" can have positive or negative connotations.

Drug Abuse Resistance Education (DARE) is a joint educational effort between AISD and the Austin Police Department (APD). Drug-Free Schools' monies paid for curriculum, officer training, half of the salary of a full-time secretary, and program support. Officer salaries, mileage, and some reproduction are paid by APD. Area businesses also provided support by donating T-shirts, bumper stickers, and other promotional materials.

Developed by the Los Angeles Unified School District (LAUSD) in 1983, the DARE curriculum was introduced to 20 AISD elementary schools during the 1987-88 school year. Since 1989, DARE has been conducted in all 67 elementary schools and 15 middle/junior high schools in the District. The schools are divided so that one half of the campuses receive the program during the fall semester, and the other half during the spring semester. The 17-week fifth-grade curriculum focuses on providing accurate information about alcohol and drugs, building self-esteem, and teaching students decision-making skills, resistance techniques, and alternatives to drug use. The seventh-grade curriculum which reinforces the fifth-grade curriculum, is more age-appropriate for seventh-grade students and provides less repetition from the fifth-grade curriculum. The new seventh-grade curriculum is also designed to be implemented in 10 consecutive days. Several schools were unable to implement the program in 10 consecutive days because of scheduling conflicts (block scheduling, year-round school, etc.), and therefore implemented DARE once a week for 10 weeks.

Student Characteristics

DARE served 5,869 fifth-grade and 5,430 seventh-grade students in AISD during 1995-96. Figure 15 presents the demographic characteristics of the 1995-96 DARE participants.

FIGURE 15
DESCRIPTION OF DARE PARTICIPANTS, 1995-96

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented
Elementary (N=6,501)	51% Male 49% Female	17% African American 39% Hispanic 44% Other	51%	12%	11%	16%	7%
Middle/ Junior High (N=6,204)	51% Male 49% Female	17% African American 41% Hispanic 42% Other	48%	22%	8%	14%	11%

DARE Test of Student Knowledge

The *DARE Test of Student Knowledge* was developed in 1994 by AISD, in cooperation with APD's DARE officers, in order to assess the effects of the DARE Program on students' knowledge of drug-related issues. Fifth-grade students were administered the test on two occasions, first, in January, immediately prior to the commencement of the DARE program, and then again in May, at the conclusion of the DARE course.

The *DARE Test of Student Knowledge* is 36 questions long and contains both true-false and multiple-choice items. It should be noted, however, that the psychometric properties of this instrument have not been established. For this reason, the test should be regarded as a somewhat informal measure, and results of the test should be interpreted with caution.

One-tenth of the 5th-grade classes in AISD were randomly chosen to take the *DARE Test of Student Knowledge*. Of the tests sent out to schools for administration, 100% of the pretests were filled out and returned, and 73% of the posttests were filled out and returned. Noteworthy differences (differences larger than 15%) between pretest (n=747) and posttest (n=536) results include the following:

- *Increased awareness of different types of peer pressure.* On the pretest, 30% of the students were able to distinguish among "friendly," "teasing," "indirect," and "heavy" peer pressure; on the posttest, 63% of the students were able to make this distinction.

- *A broadened awareness of different strategies for saying "no" to drugs.* On the pretest, 54% of the students identified saying "no thank you," changing the subject, and walking away as different ways to say "no" to drugs; on the posttest, 83% of the students recognized all of these behaviors as ways to say "no."

- *The realization that the term "consequences" can have positive or negative connotations.* On the pretest, 68% of the students responded "true" to the statement "Consequences can be good or bad;" on the posttest, 92% responded "true" to the same statement.

- *Increased awareness of the effects of stimulants.* On the pretest, 31% of the students correctly reported that stimulants "speed people up;" on the posttest, 53% of the students correctly identified this effect of stimulants.

- *Increased understanding of assertiveness.* On the pretest, 38% of the students identified "assertiveness" as "telling other people what your rights and opinions are while still respecting their rights and opinions;" on the posttest, 57% of students correctly recognized this behavior as "assertiveness."

- *Increased level of perception of the potential societal benefits of keeping drugs off of the streets.* On the pretest, 58% of the students indicated that keeping drugs off of the streets would have positive consequences for themselves, their families and friends, and their communities; on the posttest 76% of the students correctly reported that keeping drugs off of the streets would have all of these societal benefits.

- *Change in the understanding of the concept of "self-esteem."* On the pretest, 65% of the students responded "true" to the statement "High self-esteem means feeling good about yourself;" on the posttest, 83% of the students responded "true" to this statement.

- *Expanded knowledge of the consequences of marijuana use.* On the pretest, 31% of students correctly connected marijuana use with the user's inability to concentrate; on the posttest, 49% of students made this connection.

- *Increased awareness of different types of violence.* On the pretest, 44% of students identified physical force, verbal actions, and nonverbal actions as behaviors which could potentially be violent; on the posttest, 59% of students identified all of these behaviors as being potentially violent.

- *A broadened awareness of different strategies for dealing with anger.* On the pretest, 66% of students identified talking to a friend, going for a ride, and listening to music as methods for dealing with anger; on the posttest, 81% of students recognized that all of these behaviors could be used to deal with angry feelings.

A seventh-grade version of the *DARE Test of Student Knowledge* was also constructed. However, because of testing constraints this version was not administered during the 1995-96 school year.

DARE Officer Survey

During the spring of 1996, the twelve DARE officers were surveyed regarding the DARE curriculum. All twelve of the officers agreed or strongly agreed that:

- They had observed an increase in trust and cooperation with police officers from students that had DARE;
- The DARE curriculum communicates important information to students about the effects of drugs and alcohol;
- The DARE curriculum effectively teaches students skills and strategies for resisting negative peer pressure; and
- The DARE curriculum teaches valuable behavioral skills that students can use and teachers can reinforce in any classroom setting.

Eleven officers agreed or strongly agreed that the fifth grade curriculum is appropriate for that grade level and is effective in conveying a no-use message. Ten officers agreed or strongly agreed that the seventh grade curriculum is appropriate for that grade level, while nine agreed or strongly agreed that it is effective in conveying a no use message. The three units of DARE that were rated as the most effective were Self-Esteem, Consequences, and Peer Pressure. Suggested improvements included stressing the involvement of the teachers and parents, and an increase in gang information.

SDFSC Cost

Based on the total allocation for 1995-96, the SDFSC cost per student served was $4.25 ($54,000/12,705).

Peer Assistance and Leadership (PAL)

1995–96 initial allocation: $27,170; Students served: 1,094

- The 1995-96 *Texas School Survey of Substance Use* showed that students who participated in the PAL program as a PAL were less likely to use illegal substances (49%) compared to students who never participated in PAL (51%). Students who participated as a PALee were also less likely to use illegal substances (50%) compared to students who never participated as a PALee (51%).
- The *Texas School Survey of Substance Use* also showed that the PAL message becomes less effective each year after the student participates.

PAL is a peer-helping program offering course credit to selected eighth, eleventh, and twelfth graders who function as peer helpers ("PALs") to other students at their own schools as well as at feeder schools. The AISD PAL program served 1,094 students in grades K-12 during 1995-96. The grant provided for a program consultant, who served as the District's program coordinator, and consultants to supply additional training, curriculum support, and student conferences.

PALees, 789 students, were served by the 305 PALs from 9 high schools and 7 middle/junior high schools. Figures 16 and 17 display the characteristics of the PAL and PALee students.

PAL students received 20 hours of training per semester in addition to an initial 30 days of classroom training. The training covered the specific topics of *self-awareness, group dynamics, communication skills, helping strategies, problem solving, decision-making skills, tutoring skills, knowledge of community resources, conflict resolution, and substance abuse prevention.* Substance abuse prevention information was presented by visiting community experts, guest speakers, or through a selection of videotapes. Additional training and seminars continued on a weekly basis throughout the school year. Students began meeting with their PALees after the first six weeks of training were completed. Middle school PALs met with their PALees for 20-25 minutes once each week, and high school PALs met with their PALees for 40-45 minutes once each week.

FIGURE 16
DESCRIPTION OF PALS, 1994-95

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented
Middle/ Junior High (N=113)	34% Male 66% Female	19% African American 21% Hispanic 60% Other	24%	10%	4%	2%	26%
Senior High (N=192)	40% Male 60% Female	23% African American 21% Hispanic 56% Other	15%	9%	1%	1%	5%

FIGURE 17
DESCRIPTION OF PALEES, 1994-95

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented
Elementary (N=422)	56% Male 44% Female	26% African American 32% Hispanic 42% Other	62%	7%	7%	25%	3%
Middle/ Junior High (N=344)	53% Male 47% Female	21% African American 37% Hispanic 42% Other	51%	18%	8%	20%	4%
Senior High (N=23)	70% Male 30% Female	26% African American 39% Hispanic 35% Other	61%	35%	13%	9%	0%

SDFSC Cost

Based on the total allocation for 1995-96, the SDFSC cost per student served was $24.84 ($27,170/1,094).

Private Schools
1995–96 initial allocation: $14,800; Students served: 2,985; Staff served: 108

- Thirteen private schools received and spent SDFSC monies during the 1995-96 school year.
- Sixty percent of survey respondents said the items purchased with Private Schools SDFSC monies met their intended effect, while 30% said the items purchased exceeded their intended effect.
- Eighty percent of the respondents strongly agreed or agreed that monies should continue to be available to private schools.

By law, private schools within the District's boundaries are offered the opportunity to receive SDFSC funds for the development or expansion of comprehensive, pre-K through grade 12, age-appropriate programs related to the abuse of controlled, illegal, addictive, or harmful substances. Funds may be used for *acquisition or implementation of programs, staff development, consultants, materials, supplies, equipment,* and *registration fees for workshops or training.*

During the 1995-96 school year, 13 private schools received SDFSC monies to supplement their curriculum. Private school enrollments and allocations are listed in Figure 18.

FIGURE 18
PRIVATE SCHOOLS RECEIVING DRUG-FREE SCHOOLS FUNDS, 1995-96

Private School	Grade Span	Enrollment	Initial 1994-95 Allocation
Great Hills Christian	K-12	380	$2,039
Hope Lutheran School	PK-6	101	$752
Kirby Hall	K-12	151	$481
Redeemer Lutheran School	PK-6	273	$1,268
Sacred Heart Catholic School	PK-6	230	$1,133
St. Austin's	K-8	244	$1,042
St. Ignatius Catholic School	PK-8	255	$1,178
St. Louis Catholic School	PK-8	450	$2,174
St. Martin's Lutheran School	PK-4	205	$951
St. Mary's Cathedral School	PK-8	275	$1,314
St. Paul Lutheran School	PK-8	210	$942
St. Theresa's	PK-6	176	$1,024
TOTAL	**PK-12**	**2,985**	**$14,298**

SDFSC Cost

Based on the total allocation for 1995-96, the SDFSC cost per student served was $4.96 ($14,800/2,985).

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Student ROPES Retreat Program
1995–96 initial allocation: $107,550; Students served: 1,852; Staff served: 206

- The 1995-96 *Texas School Survey of Substance Use* showed that students who participated in the ROPES Retreat Program were less likely to use illegal substances (48%) compared to students who never participated in the program (52%).
- The *Texas School Survey of Substance Use* also showed that the ROPES Retreat message becomes less effective each year after the student participates

The Student ROPES Retreat Program, is operated by AISD's Office of School–Community Services. During the 1990-91 school year AISD staff developed and implemented the *Reality Oriented Physical Experience Session (ROPES)* program, a retreat workshop designed to serve both AISD students and staff. The ROPES Program is a series of team-building exercises revolving around a set of physical challenges, in part borrowing features from similar programs such as Outward Bound and the U.S. Army Confidence Course. The experiential education activities in which students engage are designed to develop such skills as team building, trust, communication, decision making, problem solving, and negative peer pressure resistance.

The grant provided 100% of the salary for the project facilitator and two program assistants, substitutes to allow participation by teachers, facility rental, and transportation costs.

Three types of populations participated in ROPES Retreat throughout the 1995-96 school year: elementary students, secondary students, and faculty. The elementary student population was comprised of grades 4, 5, and 6 students from 16 elementary schools. Ten secondary schools sent 297 students to participate in the ROPES Retreat Program. School personnel were asked to choose a mix of students, based on achievement, whom they believed would most benefit from the retreat. An effort was made to include "middle–of–the road" students who might not be receiving any other special services from their school. Two hundred and six faculty from Pillow Elementary, Cook Elementary, Alternative Learning Center, Bowie High School, and Central Administration participated in the program. In all, 2,058 participants were reported as being served by the ROPES Retreat in 1995-96 (see Figure 19). Characteristics of students participating in the program are shown in Figure 20.

Program Implementation

The program for secondary students consisted of five phases. During Phase I, teachers were trained in strategies for facilitating small group activities and processing group learning. Phase II entailed student orientation, in which students were introduced to program activities by staff and teacher facilitators. The next phase, Phase III, involved a day–long retreat at the ROPES course near Norman Elementary School, in which students and teacher facilitators participated in activities which involved experiential educational activities designed to develop leadership skills, trust, communication, collective problem–solving, and negative peer pressure resistance. Phase IV was conducted by the students' teachers and was integral in linking students' ROPES experience with personally relevant life experiences through brainstorming and role playing techniques involving charades and group presentations. Some of the suggested topics for the role playing and presentations included the following:

- Your boyfriend/girlfriend is pressuring you to have sex;
- Gang members are intimidating you and your friends and trying to get you to join the gang;
- Someone is selling drugs at school or in the neighborhood and trying to get you to try using drugs;

- There is a group of people at school who think that the only way to have fun is to smoke, drink, and/or use drugs; and,
- One of your friends is skipping school a lot, failing, and wants to drop out.

Teacher-facilitators were allowed to modify presentation topics as needed to help students with their presentations. In Phase IV, more than in any other, the no-use drug message was promoted. The final phase, Phase V, involved a second full-day retreat during which the students once again participated in ROPES activities. This phase allowed students to continue developing and practice using their decision-making, communication, and problem-solving skills. Elementary workshops included the first four phases of the program, eliminating the second ROPES activity. Teacher workshops lasted only one day and involved only Phase III, the first ROPES activity.

FIGURE 19
SCHOOLS PARTICIPATING IN ROPES RETREAT, 1995-96

School	Grade(s) Participating	Number of Students
Andrews Elementary	4-5	102
Blackshear Elementary	5	71
Brown Elementary	5	74
Dawson Elementary	5	65
Graham Elementary	5	42
Kocurek Elementary	5	164
Lee Elementary	6	55
Menchaca Elementary	5	144
Metz Elementary	6	59
Norman Elementary	5	55
Oak Hill Elementary	4-5	340
Oak Springs Elementary	5	47
Odom Elementary	4-5	138
Ortega Elementary	5	18
Sanchez Elementary	5-6	146
Sims Elementary	5	35
Bedichek Middle School	6-8	30
Burnet Middle School	6-8	38
Covington Middle School	6-8	36
Kealing Junior High School	6	38
Mendez Middle School	6-8	13
Bowie High School	9-12	33
Johnston High School	9-12	12
Reagan High School	9-12	41
Travis High School	9-12	39
Alternative Learning Center	6-12	17
TOTAL		1,852.00

FIGURE 20
DESCRIPTION OF STUDENTS PARTICIPATING IN ROPES RETREAT, 1995-96

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented
Elementary (N=1,555)	52% Male 48% Female	19% African American 46% Hispanic 36% Other	58%	11%	15%	17%	9%
Middle/ Junior High (N=162)	51% Male 49% Female	31% African American 38% Hispanic 31% Other	56%	24%	6%	11%	11%
Senior High (N=135)	56% Male 44% Female	19% African American 53% Hispanic 28% Other	42%	36%	4%	8%	2%

SDFSC Cost

Based on the total allocation for 1995-96, the SDFSC cost per student served was $52.26 ($107,550/2,058).

CURRICULUM AND STAFF DEVELOPMENT

Pre-K–12 Curriculum Supplement
1994-95 initial allocation: $5,800; Students served: 16,213

- One hundred one staff persons were trained as ESRII trainers during three train-the-trainer workshops.
- Twenty-one of the 101 trainers (21%), reported that they had completed the teacher training on their campus, training a total of 867 staff in how to implement the ESRII curriculum. Less than one-fifth of all teachers (18.1%) were trained in 1995-96 to implement the ESRII curriculum.

The objectives of the SDFSC–funded Pre-K–12 Curriculum Supplement component for the 1995–96 school year were:

- To continue to provide age–appropriate curriculum to students in grades Pre-K through 12 that covers the areas of drug and alcohol education and prevention;
- To provide in–service training to teachers and counselors on how to make the best use of materials and consultants dealing with drug and alcohol education and prevention; and
- To provide monies for registration fees so that administrators, counselors, and teachers for the SDFSC program could attend state and national conferences in order to stay current with drug and alcohol education and prevention programs and curricula.

As part of the AISD Coordinated Survey (discussed earlier in this report) teachers and administrators were asked how many workshops, seminars, and/or conferences they had attended which focused on the prevention of students' use of alcohol and/or other drugs. *One-third (33%) of the 398 teachers surveyed and 59% of the 169 administrators surveyed attended one or more workshops, seminars, and/or conferences which focused on the prevention of students' use of alcohol and/or other drugs.*

During the 1995–96 school year, the SDFSC monies set aside for the Pre-K–12 Curriculum Supplement component provided staff training to AISD faculty at all grade levels. One staff person from every school was trained in how to implement the *Education for Self Responsibility II* (ESRII) curriculum during three training sessions. Each trainer then had the responsibility to train 20 teachers at their campus. One hundred one staff persons were trained as ESRII trainers during three train-the-trainer workshops. Twenty-one of the 101 trainers (21%), reported that they had completed the teacher training on their campus, training a total of 867 staff in how to implement the ESRII curriculum.

At the end of each training session, each trainer was asked to complete an evaluation of the training course. Most trainers reported that the training objectives were clearly stated (96%) and relevant (87%). Eighty-six percent of the trainers stated that the training content and instruction was in agreement with the stated objectives. The majority of teachers (93%) stated that they would use the information presented in the training session.

During the spring 1996, the SDFSC project facilitator requested that the evaluation staff conduct interviews to determine the effectiveness of the ESRII trainings. Fifteen trainers were interviewed who completed faculty training at their schools and seven trainers were interviewed who did not complete faculty training at their schools (five of the seven trainers planned to complete the training by the end of the year, while two did not plan to train at their campus). The following are recommendations made by the trainers interviewed:

- It appears from the interviews that principal attitude and faculty attitude about drug education are the most influential factors in the implementation of the ESRII curriculum in schools. A greater effort should be made in the future to gain principal and faculty support for the ESRII curriculum.

- A system of accountability should be developed to ensure that the ESRII curriculum is implemented in all schools.
- If a train-the-trainer model is used in the future, a counselor and teacher should attend.

Evaluation staff also conducted interviews with thirteen teachers who had been trained by the trainers. Most of the trainees received training during a faculty meeting, staff development day, or after school. One trainee stated that teachers at his school were trained individually during lunches and planning periods. Most of the trainees felt the training was of high quality and felt adequately prepared to integrate ESRII into their curriculum. Three trainees did not feel adequately prepared to integrate the curriculum.

The information gathered by the evaluation staff interviews was used to conduct an ESRII Appreciation and Feedback Session. The information will also be used to further develop the ESRII trainings for the 1996-97 school year.

SDFSC Cost

The number of students assumed to have benefitted from staff training through SDFSC– funded Pre-K–12 Curriculum Supplement programs is estimated to be 16,213 students, all students in the trained teachers' classrooms.

Based on the total allocation for 1995-96, the SDFSC cost per student served was $0.36 ($5,800/16,213).

Student Assistance Program (SAP) Training
1994-95 initial allocation: $5,000; Staff served: 135

- Student Assistance Program (SAP) Training was implemented as planned this year, providing training to 80 AISD elementary and secondary staff.

The Student Assistance Plan (SAP) is a school-based process aimed at helping students address difficulties which affect their ability to perform successfully in school. Staff are trained to recognize students who are having academic and/or personal difficulties. When a student is identified as potentially experiencing difficulties, a SAP Core Team works with the student to provide appropriate school-based assistance. If the student and family needs exceed the capability of campus resources, the SAP team helps the student find an appropriate referral source. Students are monitored to ensure they are progressing satisfactorily. Alcohol and other drug use are the primary concerns upon which the program is focused, along with related student problems which interfere with student functioning.

Three main objectives established for SAP during the 1995–96 school year were:

1. To provide training for school-based teams who want to establish or strengthen SAP on their campuses;
2. To offer training for campus teams on Resiliency and Protective Factors in At-risk youth; and
3. To customize training, including offering consultation and technical assistance on campus, so that campus teams could begin operations soon after the training.

Implementation of the program began with the SAP trainer meeting with the district SAP coordinator at the beginning of the school year to develop a strategy for the year. District and campus needs, and training requirements were discussed. It was decided to focus on schools that were recently trained and schools with newly developed teams. These schools would also be the focus of more intensive on-campus support. In addition, the SAP coordinator would participate on selected teams to review their processes and provide technical assistance.

Several two-day trainings were held, with 80 staff from 18 schools and departments participating. This training included the staff who participated in both the SAP and Resiliency training.

The 1995-96 training component continued the focus on training teams from the participating schools. Schools were encouraged whenever possible to send teams of three or more staff rather than a single staff member so that they could share the responsibility for bringing the information to their campuses. Participants in this year's SAP training also received resiliency inventory packets which they were allowed to duplicate for use at their schools.

SDFSC Cost

Based on the total allocation for 1995-96, the SDFSC cost per teacher trained was $62.50 ($5,000/80).

SUPPORT STAFF AND SERVICES

Management
1995-96 initial allocation: $99,015

The Project Facilitator

The project facilitator was responsible for facilitating the implementation of campus programs and activities funded through the District's SDFSC grant, coordinating the meetings of the local SDFSC Advisory Committee, and assisting campuses with budget needs and identification of eligible activities that clearly deliver the message to students that illicit use of drugs and alcohol is wrong and harmful. The project facilitator also coordinated with appropriate State and local drug and alcohol abuse, health, and law enforcement agencies.

The Budget Control Specialist

A part-time budget control specialist was hired in 1995-96 to manage the accounting procedures associated with Safe and Drug-Free Schools and Communities monies.

PRIDE Clerk

A portion of the PRIDE Clerk's salary was paid from SDFSC monies. The PRIDE Clerk is housed at the Library Media Center.

Evaluation

A portion of an Evaluation Associate's salary was paid from SDFSC monies. The Evaluation Associate provided evaluation of the programs funded through the SDFSC grant.

Visiting Teachers
1995-96 initial allocation: $19,164

The partial salaries of three visiting teachers were paid using SDFSC grant monies in 1995-96.

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Attachment A

NON-REGULATORY GUIDANCE FOR IMPLEMENTING PART B OF THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986—NOVEMBER, 1992

3.03 ALLOWABLE USE OF FUNDS

Funds shall be used to implement age-appropriate drug education and drug abuse prevention programs for grades EC through 12. Funds may be used for:

(1) the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials

(A) developed from the most readily available, accurate, and up-to-date information; and

(B) which clearly and consistently teach that illicit drug use is WRONG AND HARMFUL;

(2) school-based programs of drug abuse prevention and early intervention (other than treatment), which

(A) should, to the extent practicable, employ counselors whose sole duty is to provide drug abuse prevention counseling to students;

(B) may include the use of drug-free older students as positive role models and instruction relating to

(I) self-esteem;
(ii) drugs and drug addiction;
(iii) decision-making and risk-taking;
(iv) stress management techniques; and
(v) assertiveness;

(C) may bring law enforcement officers into the classroom to provide antidrug information and positive alternatives to drug use, including decision-making and assertiveness skills; and

(D) in the case of a local education agency that determines it has served all students in all grades, such local educational agency may target additional funds to particularly vulnerable age groups, especially those in grades 4 through 9.

(3) family drug abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;

(4) drug abuse prevention and intervention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families, including professional and peer counselors and involving the participation (where appropriate) of parents, other adult counselors, and reformed abusers, which may include

(A) the employment of counselors, social workers, psychologists, or nurses who are trained to provide drug abuse prevention and intervention counseling; or

(B) the provision of services through a contract with a private nonprofit organization that employs individuals who are trained to provide such counseling;

(5) outreach activities, drug and alcohol abuse education and prevention programs, and referral services, for school dropouts;

(6) guidance counseling programs and referral services for parents and immediate families of drug and alcohol abusers;

(7) programs of referral for drug abuse treatment and rehabilitation;

(8) programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders;

(9) programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;

(10) community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;

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(11) public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;

(12) model alternative schools for youth with drug problems that address the special needs of such students through education and counseling; and

(13) on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;

(14) special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts, and using athletic programs and personnel in preventing drug and alcohol abuse among all students; and

(15) in the case of a local educational agency that determines that it provides sufficient drug and alcohol abuse education during regular school hours, after-school programs that provide drug and alcohol abuse education for school-aged children, including children who are unsupervised after school, and that may include school-sponsored sports, recreational, educational, or instructional activities (local educational agency may make grants or contracts with nonprofit community-based organizations that offer sports, recreation, education, or child care programs); and

(16) other programs of drug and alcohol abuse education and prevention, consistent with the purposes of this part. [Ref. P.L. 101-647, Sec. 5125(a)]

(b) A local or intermediate educational agency or consortium may receive funds under this part for any fiscal year covered by an application under section 4126 approved by the State educational agency.

1995–96 AISD SAFE AND DRUG–FREE SCHOOLS AND COMMUNITIES PROGRAMS, APPROVED USES OF MONIES	AISD Program					
	Campus-Based Programs	DARE	Pre-K - 12 Curriculum	PAL	Student ROPES Retreat	SAP
Development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula which clearly and consistently teach that illicit drug use is wrong and harmful.	✓	✓	✓	✓		
School–based programs of drug abuse prevention and early intervention (other than treatment).	✓	✓	✓	✓	✓	✓
Programs of referral for drug abuse treatment and rehabilitation.				✓		✓
Programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders.	✓		✓		✓	✓
Programs in primary prevention and early intervention, such as the interdisciplinary school–team approach.	✓	✓	✓	✓	✓	✓
Community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse.				✓		
Public education programs on drug and alcohol abuse, including programs utilizing professional and former drug and alcohol abusers.	✓	✓				
On–site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population.	✓	✓			✓	✓

Drug Abuse Resistance Education (DARE)
Peer Assistance Leadership (PAL) program

Attachment B

AISD DRUG AND ALCOHOL EDUCATION AND PREVENTION PLAN
(Revised 9/8/92)

"The need for leadership and broad participation in drug prevention is not just for a year or two, but rather for the next decade and beyond. Alcohol and tobacco, especially, will be difficult to eliminate from young people's lives because they are legal and accepted for adults. Considering the magnitude of changes needed, it is clear that the national commitment to drug-free youth must be long term...America must redouble its efforts, and must refuse to tolerate drug use in any school, in any community, and in any home. The nation's children deserve no less." (National Commission on Drug Free Schools report: Toward a Drug Free Generation: A Nation's Responsibility, September, 1990.)

It is the philosophy of the Austin Independent School District that the children of Austin deserve to grow and learn in a Drug-Free School and Community. In keeping with this belief and with requirements of the Drug-Free Schools and Communities Act, the District is implementing a comprehensive Alcohol and Drug Abuse Education and Prevention Plan. **The District's goal is to have a drug-free school population by the year 2000.**

The AISD Drug Abuse Education and Prevention Plan is based upon the requirements of the Drug-Free Schools and Communities Act of 1986 (Public Law 99-570) as amended by the Crime and Control Act of 1990 (Public Law 101-647), Section 5145. The following are the major components of this plan and will be implemented in AISD.

1. Personnel training in alcohol and drug related issues
2. Age-appropriate alcohol and drug education and prevention curricula at each grade level (Pre-Kindergarten through grade 12)
3. A student assistance program which will identify, refer, and provide intervention and counseling services for students
4. Distribution of information about drug and alcohol programs available to students and employees
5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students and employees
6. Data gathering to describe the extent of alcohol and drug usage in the schools. Participation in other required evaluation efforts of the drug prevention program
7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful
8. A District advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of law enforcement agencies, community-based organizations and other groups with interest or expertise in the field of drug abuse education and prevention

The District will monitor activities in each of these areas and will regularly assess and report the progress being made toward the complete elimination of drug and alcohol abuse. The District will strive to create quality educational environments for students. Local and grant resources will be used to provide training for teachers and students in positive alternatives to drug and alcohol abuse. This training will include such

topics as: conflict resolution, peer assistance and tutoring, Quality Schools training for teachers and Control Theory training for students.

The central administration shall:

1. Provide administrator and employee in-service training on alcohol and other drug-related matters yearly.

2. Develop and introduce multi-component K-12 drug education and prevention programs based upon assessment of drug problems, including alcohol and tobacco, of students and staff.

3. Conduct yearly evaluations of all drug education and prevention programs and conduct school surveys every two to three years to assess drug preference and patterns of use on campus.

4. Conduct regular meetings with the District Drug-Free Schools and Communities Advisory committee to obtain information and input regarding needs and program ideas.

5. Cooperate with the Austin Police Department in the operation of the DARE (Drug Awareness and Resistance Education) program, districtwide, at grade levels 5 and 7.

Each principal shall:

1. Operate a drug and alcohol abuse prevention and education program on each campus. Information and activities designed to encourage smoking cessation and to eliminate the use of other tobacco products will be included in this program. Program activities will be documented each year through a process to be managed by the AISD Office of Program Evaluation.

2. Identify high-risk students via a Student Assistance Program and provide individuals and group support, as appropriate.

The central administration and each principal shall:

1. Coordinate with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies in order to effectively conduct drug and alcohol abuse education, intervention, and referral for treatment and rehabilitation.

2. Provide information about available drug and alcohol counseling and rehabilitation and re-entry programs to students and employees.

3. Coordinate with local law enforcement agencies in order to improve security on school grounds and in the surrounding community and to educate students about: (a) the dangers of drug use and drug-related violence; (b) the penalties for possession of or trafficking in illegal drugs; © techniques for resisting drug abuse; and (d) the importance of cooperating with law enforcement officials in eliminating drug abuse and identifying individuals who supply drugs to students.

4. Promulgate standards of conduct, applicable to all students and employees, which clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as part of any of its activities. Clearly state that sanctions (consistent with local, state and federal law), up to and including expulsion or terminations of employment and referral for prosecution, will be imposed on students and employees who violate these standards of conduct. Parents, students, and employees will be provided with a copy of this information.

5. Maintain a comprehensive policy on: the possession, use, promotion, distribution, and sale of drugs, including alcohol and tobacco. The policy should apply to students, staff, and anyone attending school functions.

District staff, students and parents shall:

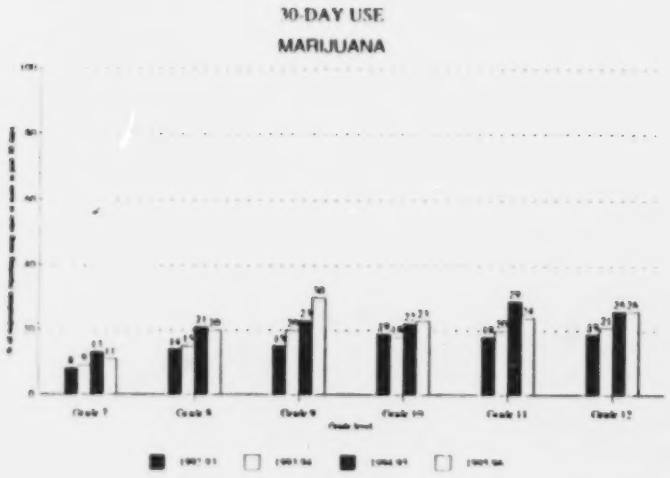
Participate in appropriate learning and training activities and cooperate in efforts to eliminate drug and alcohol abuse in the Austin Independent School District.

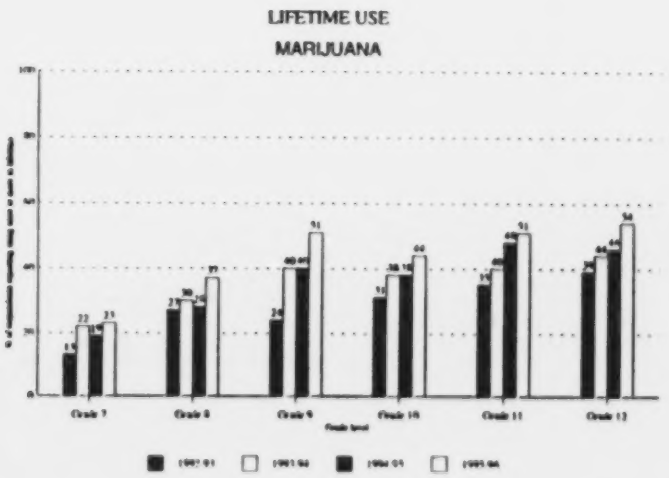
For any programs or activities funded by AISD Drug-Free Schools and Communities (DFSC) Grant, the following requirements must also be met:

Any publication or public announcement will clearly identify the program or activity as being funded in whole or part by the Drug-Free Schools and communities Act of 1986. Materials produced or distributed with funds made available under this grant must reflect the message that illicit drug use is wrong and harmful.

Technical assistance related to the implementation of this plan is available from the division of Curriculum Support Services.

30-Day and Lifetime Trends in Use of Marijuana By AISD Secondary Students, 1991-92 Through 1995-96





Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

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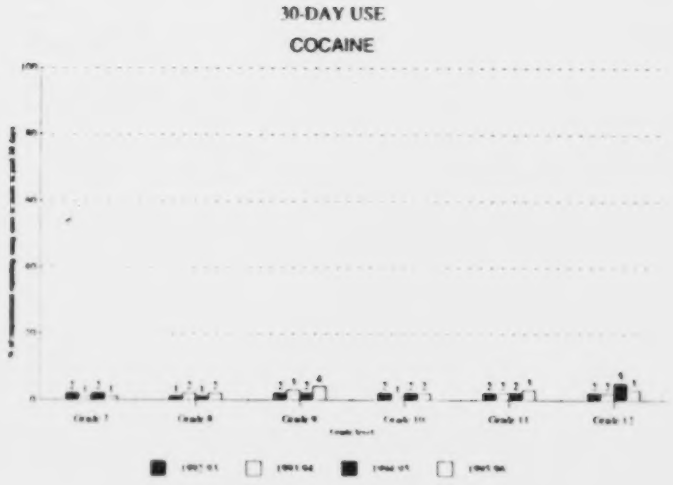
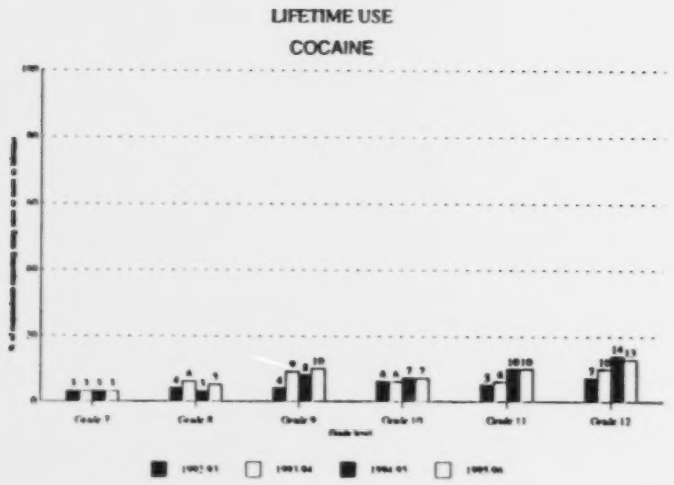
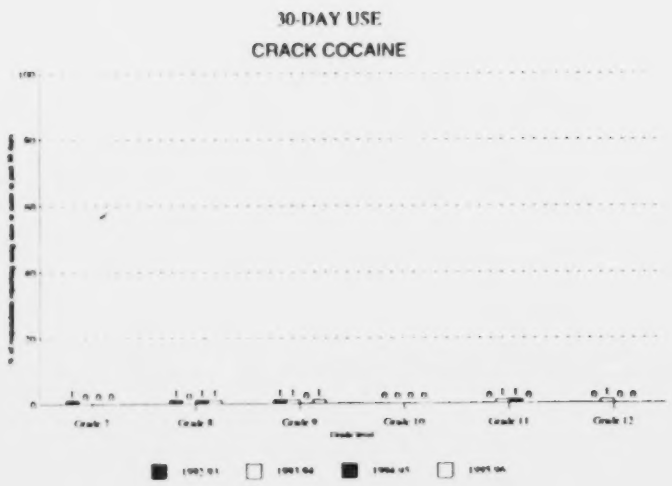
30-Day and Lifetime Trends in Use of Cocaine
By AISD Secondary Students, 1991-92 Through 1995-96

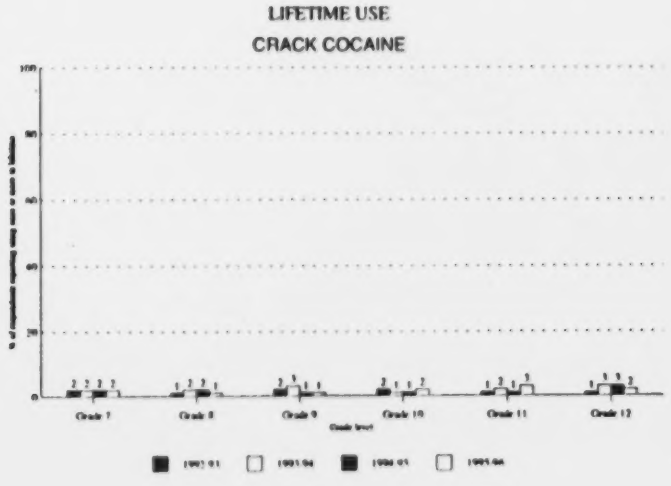




Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

30-Day and Lifetime Trends in Use of Crack Cocaine By AISD Secondary Students, 1991-92 Through 1995-96





Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

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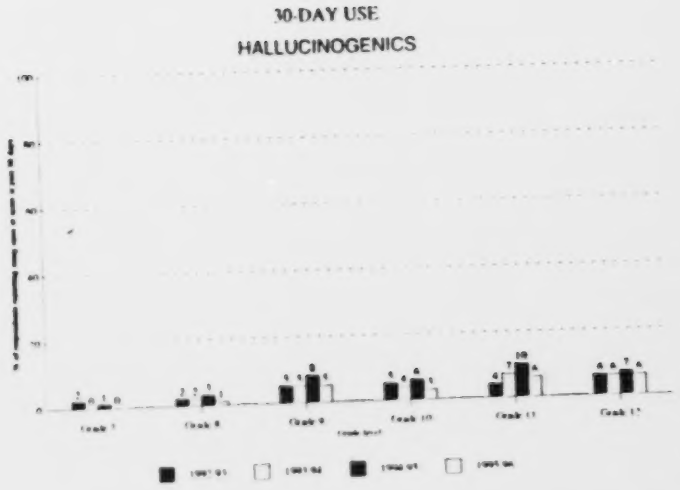
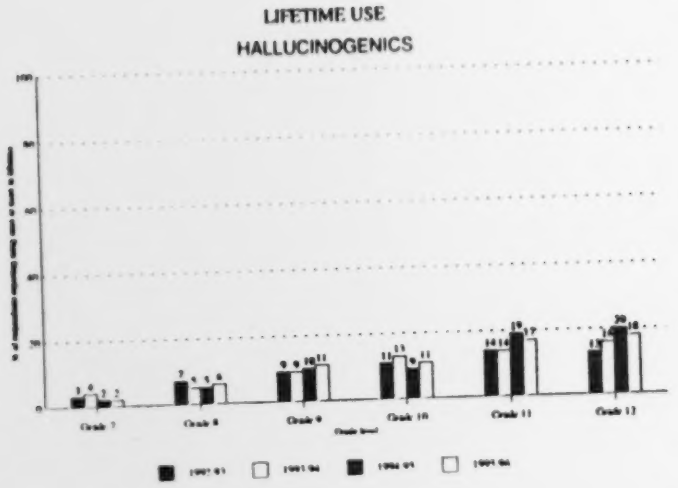
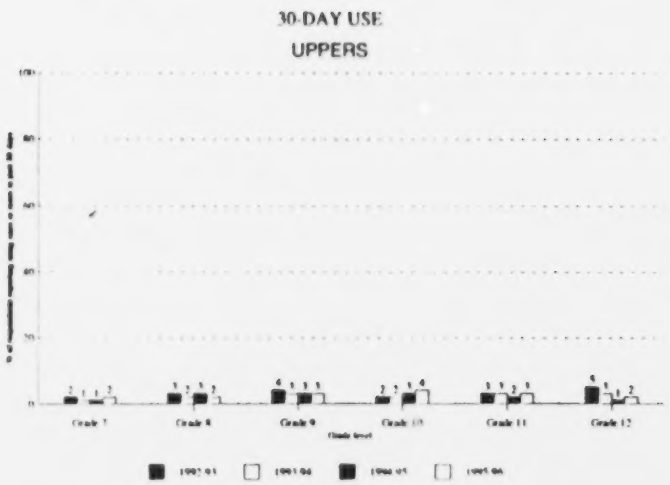
30-Day and Lifetime Trends in Use of Hallucinogenics By AISD Secondary Students, 1991-92 Through 1995-96

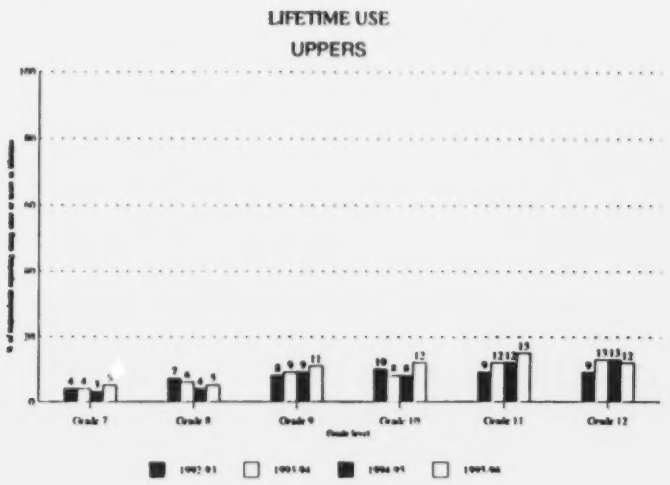




Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

30-Day and Lifetime Trends in Use of Uppers
By AISD Secondary Students, 1991-92 Through 1995-96





Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

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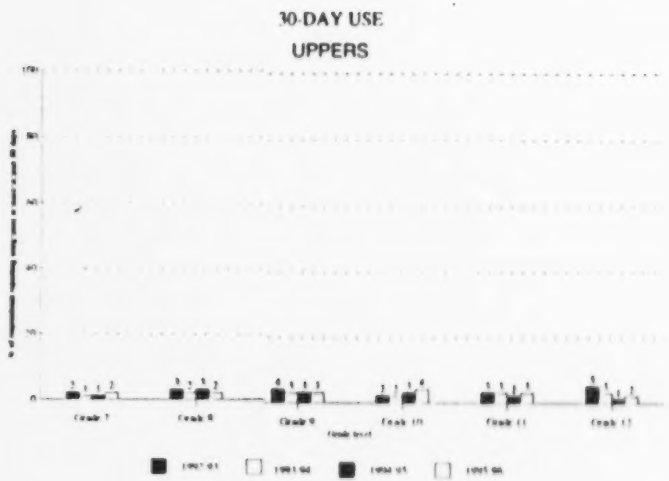
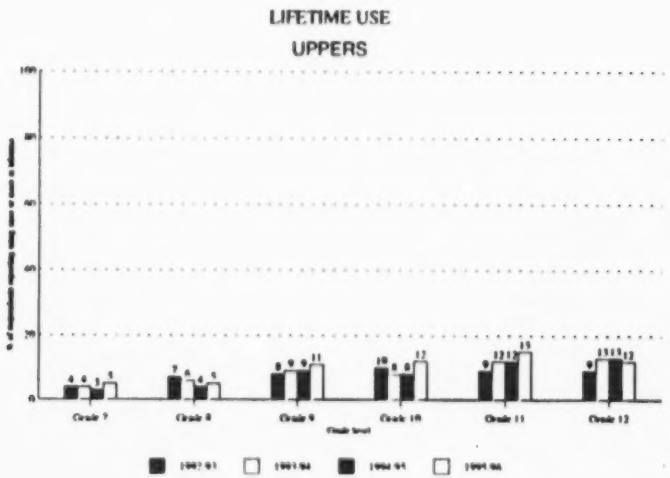
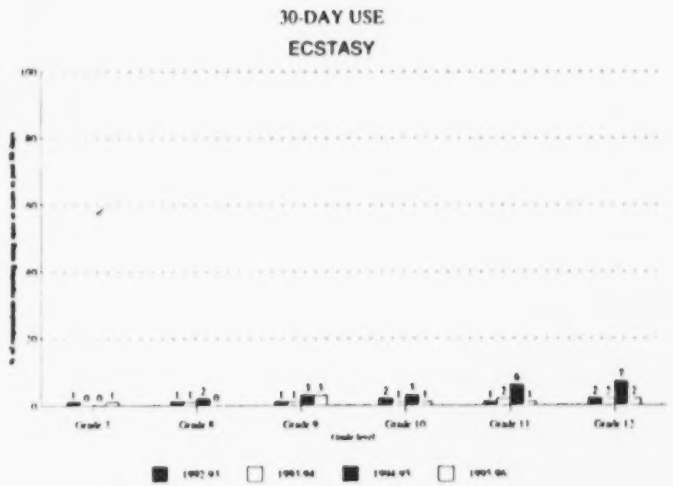
30-Day and Lifetime Trends in Use of Downers By AISD Secondary Students, 1991-92 Through 1995-96

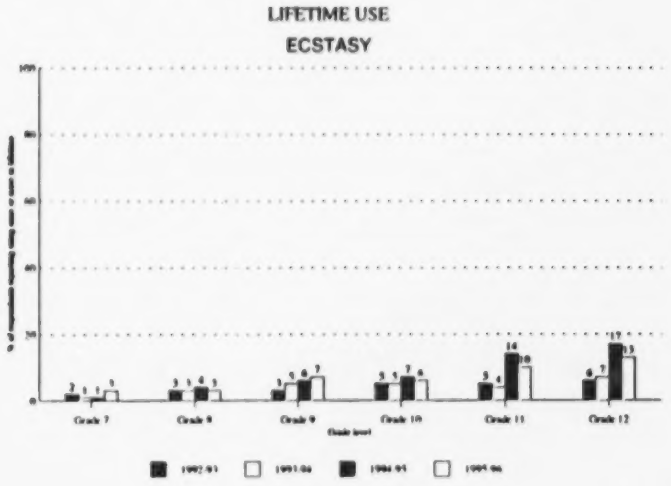




Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

30-Day and Lifetime Trends in Use of Ecstasy By AISD Secondary Students, 1991-92 Through 1995-96





Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered February 1996 (N = 6,134)

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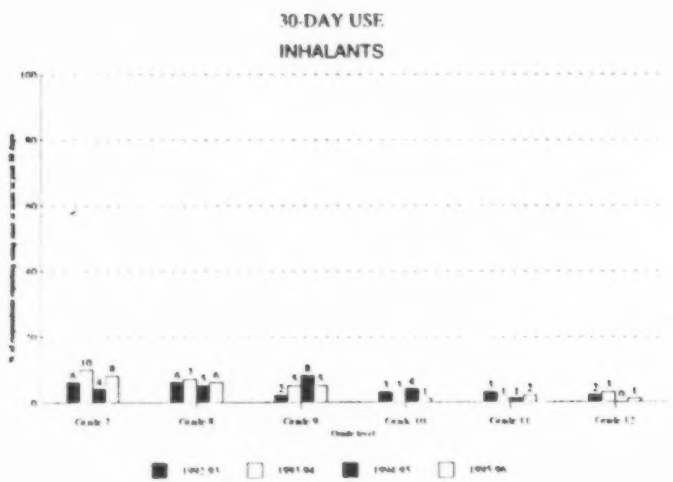
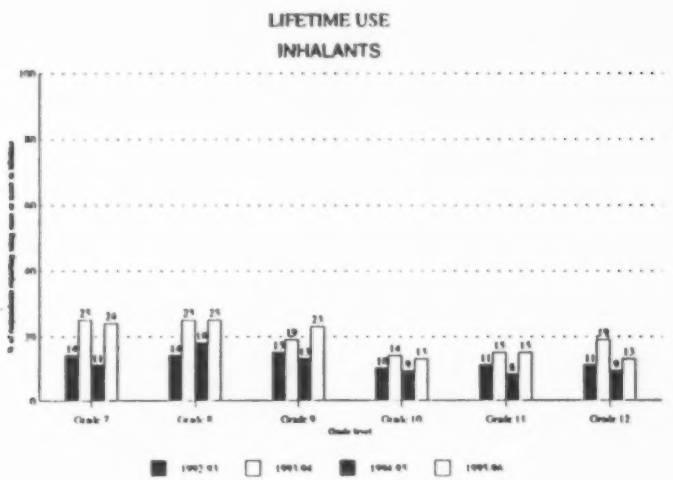
30-Day and Lifetime Trends in Use of Inhalants
By AISD Secondary Students, 1991-92 Through 1995-96





Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1995 (N = 2,763)
Texas School Survey of Drug and Alcohol Use administered January 1996 (N = 6,134)

Austin Independent School District

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